



DOVER ELEMENTARY

1411 Bedford Avenue
North, SC 29112

Grades	PK-5 Elementary School	
Enrollment	288 Students	
Principal	Cynthia Exum Strozier	803-247-2184
Superintendent	Cynthia Wilson	803-534-5454
Board Chair	Lisa Jenkins	803-533-7927

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

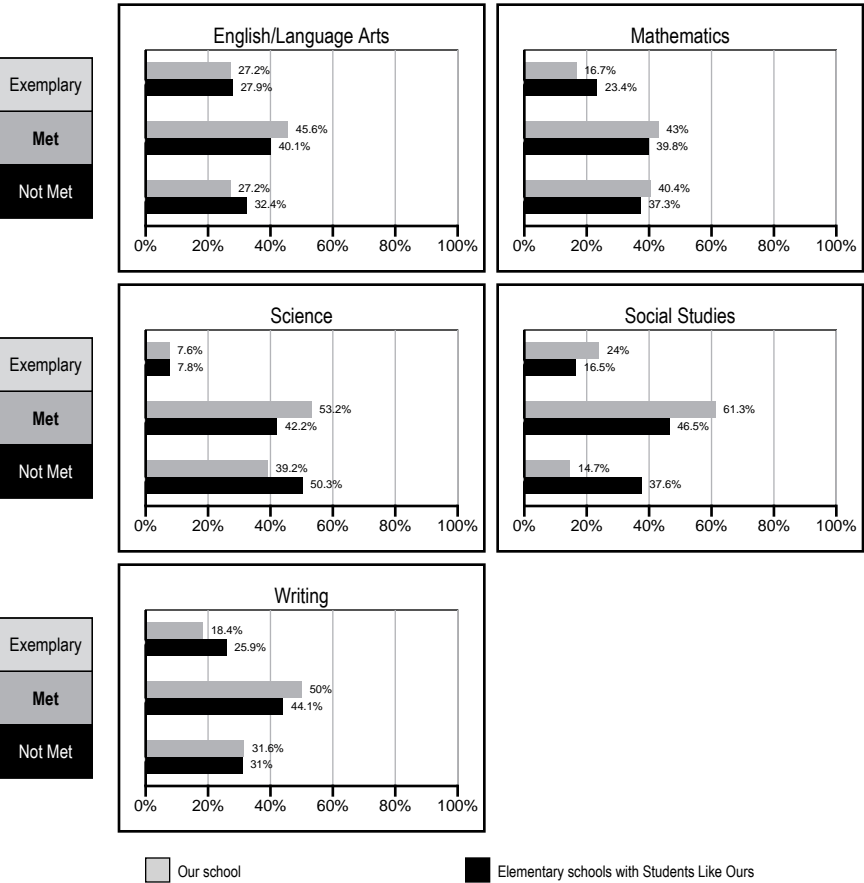
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	9	105	48	19

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=288)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	6.6%	Up from 5.2%	1.5%	1.1%
Attendance rate	95.6%	Down from 95.7%	95.9%	96.2%
Served by gifted and talented program	4.0%	Up from 2.9%	6.2%	13.4%
With disabilities other than speech	4.4%	Down from 10.4%	4.3%	4.1%
Older than usual for grade	1.0%	Down from 2.7%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n=18)				
Teachers with advanced degrees	72.2%	No Change	61.9%	62.5%
Continuing contract teachers	94.4%	Up from 83.3%	83.3%	88.2%
Teachers returning from previous year	85.6%	Up from 83.6%	85.1%	87.8%
Teacher attendance rate	93.7%	Up from 92.8%	95.1%	95.2%
Average teacher salary*	\$47,206	Down 0.7%	\$45,319	\$46,773
Professional development days/teacher	14.3 days	Up from 13.5 days	10.5 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	3.5	4.0
Student-teacher ratio in core subjects	17.9 to 1	Down from 22.5 to 1	17.9 to 1	19.9 to 1
Prime instructional time	87.1%	Up from 86.5%	89.9%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.2%	Down from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,344	Down 3.0%	\$8,215	\$7,447
Percent of expenditures for instruction**	57.5%	Down from 58.2%	68.0%	68.4%
Percent of expenditures for teacher salaries**	55.0%	Down from 55.6%	64.2%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Dover Elementary was recognized in 2007, 2008 and 2010 for meeting the national Adequate Yearly Progress (AYP) standards of the “No Child Left Behind” Act and also as a Red Carpet School by the state of South Carolina (2009-2012).

Dover’s students, faculty, staff, and parents work together to accomplish the school’s mission: to ensure students achieve the highest state and national standards in a positive, harmonious atmosphere through collaborative efforts of the staff, parents, and community. The First Tuesday and Celebrations of Excellence programs involve parents in school programs and provide opportunities to come together at the school. Academic excellence is supported in a variety of ways. Supporting math achievement, fifth graders have the option of taking instrumental band, and school-wide math achievement is targeted for growth through frameworks and programs, including interventions with Voyager, Study Island, Four Frames Math, and Calendar Math, spiraling concept engagement and practice opportunities. Individualized and small- group reading tutorials in Voyager’s “Passport” and “Ticket to Read”, as well as Computer Assisted Instruction with “My Reading Coach” meet varied learning styles and speed differences. “Save The Children” (STC) is a Dover grant partner in literacy.

Now in its fifth year, Dover’s STC program serves students with an on-site literacy coordinator, an Early Steps Tutor, and an Early Childhood Coordinator supported by two volunteer grandparents from the local community who read individually with our students. Dover’s partnership with STC has also brought acquisitions in excess of \$40K in the media center, adding excitement to reading with new books. Further supporting our readers are motivational medals, quarterly recognitions, and classroom award banners through Dover’s 100 Book Reading Challenge Initiative.

Students with strong characters and self-discipline maximize learning opportunities. Positive recognitions of student character began in 05-06 and continue on the school and county levels. The Positive Behavior Intervention Supports (PBIS), with the addition of the STAR intervention program, provide incentives for making good behavior and character choices. SWIS, a third party, on-line, behavior data analysis provider is utilized for spotting patterns and identifying potential areas of need.

Single-gender classes are in their third year at Dover in grade five and strongly support academic growth and a reduction in behavior issues with this age group. The National Bridges/OWLS Literacy and STC’s “Emergent Reader” grants in the age 0-5 program add a strong foundational literacy component for our youngest learners. These approaches in the hands of experienced teachers with the support of caring and committed parents are moving Dover’s students forward.

Cynthia Exum Strozier, Principal
(Rev.) Robbie Parnell, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	36	35
Percent satisfied with learning environment	88.9%	63.9%	58.8%
Percent satisfied with social and physical environment	94.4%	75.0%	76.5%
Percent satisfied with school-home relations	72.2%	75.0%	66.7%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	126	99.2	26.3	45.6	28.1	86.8	75.1	82.4	Yes	Yes
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Gender

Male	60	98.3	32.8	51.7	15.5	81	71.9	78.7	N/A	N/A
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Female	66	100	19.6	39.3	41.1	92.9	78.4	86.2	N/A	N/A
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Racial/Ethnic Group

White	53	100	22.9	39.6	37.5	89.6	81.9	88.9	Yes	Yes
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African American	72	98.6	29.2	49.2	21.5	84.6	74.1	72.9	Yes	Yes
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Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	93	I/S	I/S
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Hispanic	1	I/S	I/S	I/S	I/S	I/S	77.4	79.3	I/S	I/S
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
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Disability Status

Disabled	34	97.1	45.5	36.4	18.2	63.6	48.7	48.1	I/S	I/S
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
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English Proficiency

Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	82.9	78.3	I/S	I/S
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Socio-Economic Status

Subsidized meals	111	99.1	28.3	46.5	25.3	84.8	72.5	75.4	Yes	Yes
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Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	126	100	40	42.6	17.4	75.7	72.4	81.9	Yes	Yes
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Gender

Male	60	100	42.4	47.5	10.2	74.6	69.7	79.9	N/A	N/A
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Female	66	100	37.5	37.5	25	76.8	75.1	84.1	N/A	N/A
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Racial/Ethnic Group

White	53	100	29.2	45.8	25	77.1	76.6	88.9	Yes	Yes
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African American	72	100	47	40.9	12.1	74.2	71.5	71.4	Yes	Yes
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Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	94.6	I/S	I/S
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Hispanic	1	I/S	I/S	I/S	I/S	I/S	83.9	81.1	I/S	I/S
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
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Disability Status

Disabled	34	100	58.8	29.4	11.8	52.9	45.1	47.3	I/S	I/S
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
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English Proficiency

Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	88.6	81.4	I/S	I/S
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Socio-Economic Status

Subsidized meals	111	100	44	40	16	74	70.1	74.9	Yes	Yes
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* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	85	100	39.2	53.2	7.6	60.8	57.9	68.6
Gender								
Male	41	100	45	47.5	7.5	55	58.9	68.3
Female	44	100	33.3	59	7.7	66.7	57	68.9
Racial/Ethnic Group								
White	38	100	25	61.1	13.9	75	72.5	80.7
African American	46	100	52.4	45.2	2.4	47.6	56.3	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	78.9	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	47.8	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	19	100	42.1	52.6	5.3	57.9	38.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	50	60.7
Socio-Economic Status								
Subsidized meals	74	100	41.2	54.4	4.4	58.8	54.3	57.3

Social Studies

All Students	85	100	14.5	61.8	23.7	85.5	65	72.5
Gender								
Male	42	100	22	63.4	14.6	78	61.8	72
Female	43	100	5.7	60	34.3	94.3	68.4	73.1
Racial/Ethnic Group								
White	32	100	18.5	40.7	40.7	81.5	74.2	81
African American	52	100	12.5	72.9	14.6	87.5	63.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.4	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	75	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	20	100	30	65	5	70	44.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	80	69.7
Socio-Economic Status								
Subsidized meals	76	100	13.4	64.2	22.4	86.6	61.8	62.9

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	39	100	31.6	50	18.4	68.4	66.9	73.2	95.6	95.9
Gender										
Male	22	100	54.5	36.4	9.1	45.5	59.8	67.2	95.4	95.5
Female	17	100	N/AV	N/AV	N/AV	100	74.1	79.4	95.9	96.3
Racial/Ethnic Group										
White	14	100	50	28.6	21.4	50	65.2	81.5	94.8	94.3
African American	25	100	20.8	62.5	16.7	79.2	66.9	61.3	96.5	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	99.9	97.8
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	92	95.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	94.6
Disability Status										
Disabled	11	100	N/AV	N/AV	N/AV	54.5	27.2	26	96.1	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	97.7	96.2
Socio-Economic Status										
Subsidized meals	31	100	26.7	56.7	16.7	73.3	63	63.2	95.6	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	52	98.1	26	32	42	74
	4	40	100	32.5	35	32.5	67.5
	5	47	100	31.1	51.1	17.8	68.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	42	97.6	38.9	27.8	33.3	61.1
	4	44	100	15	57.5	27.5	85
	5	40	100	26.3	50	23.7	73.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	52	100	42	40	18	58
	4	40	100	45	45	10	55
	5	47	100	62.2	28.9	8.9	37.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	42	100	64.9	21.6	13.5	35.1
	4	44	100	22.5	65	12.5	77.5
	5	40	100	34.2	39.5	26.3	65.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	27	100	53.8	38.5	7.7	46.2
	4	40	100	25	70	5	75
	5	24	100	34.8	60.9	4.3	65.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	21	100	60	30	10	40
	4	44	100	25	67.5	7.5	75
	5	20	100	47.4	47.4	5.3	52.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	25	100	16.7	37.5	45.8	83.3
	4	40	100	20	57.5	22.5	80
	5	23	100	54.5	36.4	9.1	45.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	21	100	17.6	58.8	23.5	82.4
	4	44	100	2.5	67.5	30	97.5
	5	20	100	36.8	52.6	10.5	63.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	52	100	50	34	16	50
	4	42	97.6	41.5	41.5	17.1	58.5
	5	47	97.9	56.8	27.3	15.9	43.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	39	100	31.6	50	18.4	68.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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